



“Betty Bunny Wants Everything” by Michael Kaplan

This book illustrates what happens when our desire to fulfill our “wants” becomes completely out of line with our income. A humorous approach to understanding our “needs” and the reality of budget constraints. This exercise provides the opportunity to:

1. Link the action in the book *Betty Bunny Wants Everything* to today’s students;
2. Teach the concepts of wants, needs, and choice; and
3. Examine spending and saving choices.

Time Limit: 40 minutes

Supplies Needed:

- *Betty Bunny Wants Everything* by Michael Kaplan
- White board and markers
- Betty Bunny game cards
- \$10 in play money
- Colored construction paper voting squares. One for each student.



Portions of this lesson were taken from an educational plan written by the Federal Reserve Bank of St. Louis, www.stlouisfed.org/education_resources.

How Do We Make Choices About Spending Money?

Before you start reading, take the eight Betty Bunny game cards and copy them onto card stock so that they will be thick enough to be propped up and viewed later in the lesson.

(1) Introduce the lesson by telling the students you are thirsty and want something to drink. Ask the class how you can satisfy this want. List the different types of drinks they name on the board. Write the word **WANT** on the board. Explain that a “want” is a desire that can be satisfied by consuming or using a good or a service. Ask the class, “What was my want?” (Something to drink.) Write the word **GOOD** on the board. Explain that a “good” is an object or something that satisfies a person’s wants. Ask the class, “What good could satisfy my want?” (Any of the drinks named.)

Tell the students: The things that we “want” can be endless or too many to count. And the “goods” that we might use to take care of these “wants” are not endless, they are less than what we want. Let me give you some examples.

Example One: Stella has one hour of free time before supper to either watch TV or play outside with friends. What is Stella’s problem? (She only has one hour of free time.) What is scarce—what doesn’t she have enough of? (time) So...she wants to watch TV or play, but doesn’t have enough time to satisfy her want.

Example Two: Here’s another one. Mark has one piece of paper to use for an art project. He wants to either make a paper airplane or draw a picture for his mother. What is Mark’s problem? (He only has one piece of paper.) What is scarce—what doesn’t he have enough of? (paper) So...he wants to make something, but he can’t make both projects because he only has one piece of paper to meet his want.



Stella didn't have enough time and Mark didn't have enough paper to meet their needs. But, what happens when you don't have enough money? In today's story we'll read about a little girl bunny who has LOTS of "wants" and she tries to satisfy all of them. Our book is called **Betty Bunny Wants Everything**.

(2) Read the book. Ask several review questions after the story.

- What did Betty Bunny want? (Everything.) **You may write some of the many "wants" on the white board.**
- Why couldn't she have everything? (Not enough money. Her parents—who are older and wiser than she is—were setting limits for her.)
- How did her brothers and sister act? Do you think they understood that they had to make a choice based on how much money they had? **Take responses and read page three again to the students.**

(3) Even though her WANTS were unlimited, the money she needed to buy the toys to meet her WANTS was limited. She had to make choices. **Write CHOICES on the white board.** When it comes to spending and saving our money, it can sometimes be hard to decide what the best choice is.

Pass out a voting square to each student. On a small table in front of the students, display the following three Betty Bunny game cards: shoes, backpack, and board game.

We are going to help a student named John make some smart choices with his money. Like Betty Bunny, John also has lots of WANTS. On this table you see pictures of three of the things John wants. John has 10 dollars. **Show students ten dollars. You can use this as an opportunity to check for your students' understanding of money increments by varying your money combinations and having them count it with you.** I'm not going to tell you how much each of these cost. I want you to use your knowledge of what things cost and come and place your voting square in front of the picture of the item that you think John can afford to buy. That means—which one of these items do you think will cost John 10 dollars or less?

Let students vote. Quickly tally the votes. Tell students the correct answer. (The board game.) **Replace the shoes and backpack card with the following cards: soccer ball and electronic game. Give students their voting square.** Which of these two new WANTS can John afford to buy? **Have students vote again. Tally the votes. The second correct item is the soccer ball. Remove the electronic game card. Give the students their voting squares for another vote.**

There are two items that John has enough money to buy: the board game and the soccer ball. Which one do you think he should buy? **Let the students vote. Briefly discuss with students why they voted for the soccer ball or the board game.** Either of these choices would be a fine choice if all John wanted to do was to spend just the amount of money he had. However, what if he REALLY WANTED the electronic game? **Place that card back on the table.** How would John be able to get this? **Lead the discussion to the conclusion that John would have to save his money, find ways to earn more money, and be patient and not spend his money on other things.**

So John now has three choices for his money: buy the game, buy the soccer ball or save. **Place the saving card next to the other two cards.**



(4) But are those the only choices John has? Let’s see if your spending choices for John change when you learn more about where his 10 dollars came from. The ten dollars John has is actually his lunch money. His parents give him 10 dollars each week to buy lunch at school. He does not get any other money for lunch. **Place the lunch card up beside the board game, soccer ball, and savings. Give students their voting squares.** Let’s vote one more time regarding what spending and saving choice you think John should make. **Let students vote. Tally the results. You are most likely going to see the results shift to buying lunch.**

- If Betty Bunny were voting, what do you think she would have voted for? (She would have wanted everything and probably wouldn’t have picked just one thing. Point out that by wanting everything and not being able to make a choice, Betty Bunny gets nothing.)
- For those of you who voted for John to choose to spend his money on lunch, why did you pick that? **Discuss.**

Having food for lunch each day is different than buying a soccer ball you want. Food is called a **NEED**, something you have to have. **Write the word NEED on your white board.** What are other “needs.” (clothes, shelter, water, medical care, etc.)

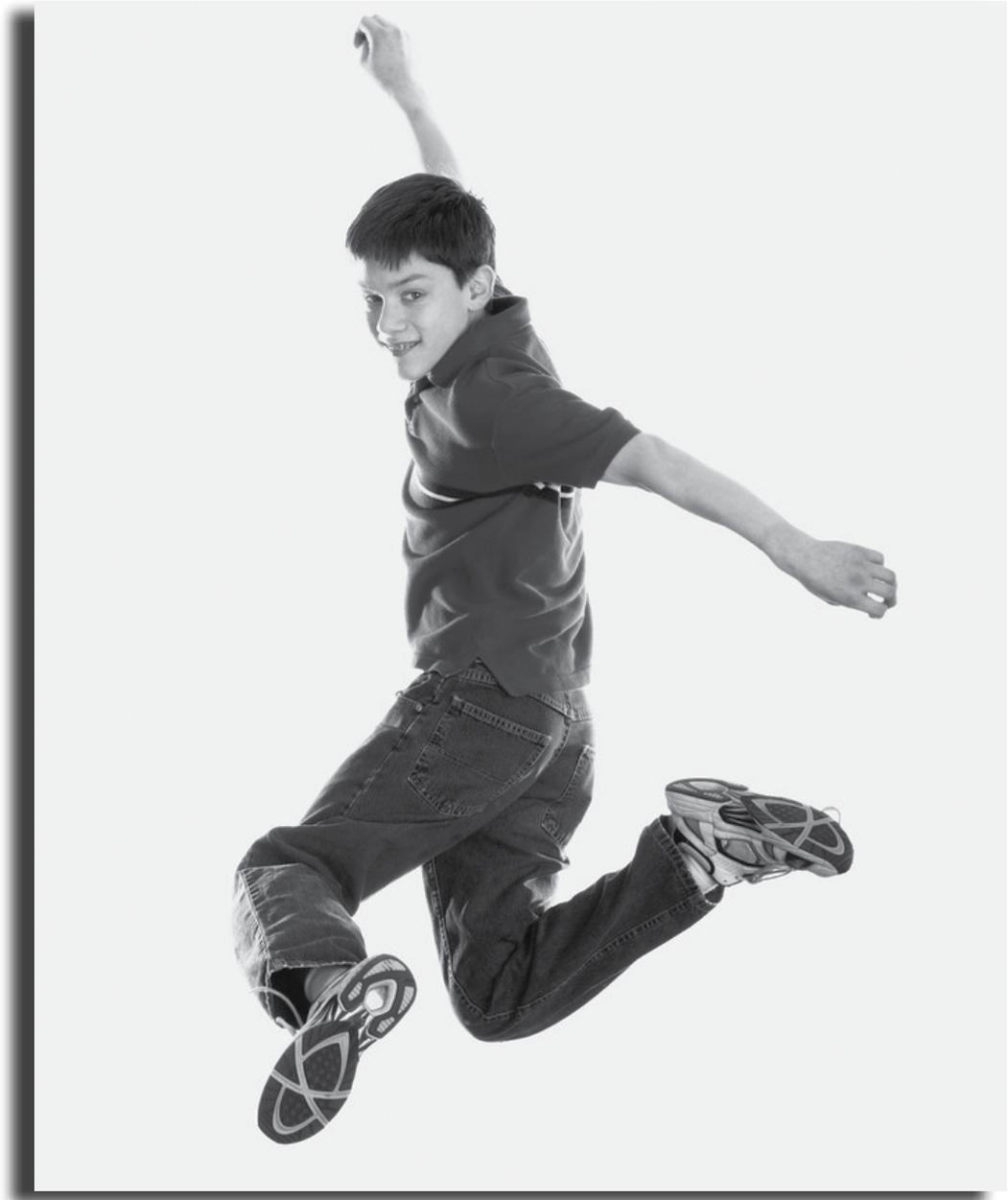
While we all have unlimited “wants” like Betty Bunny, unlike Betty Bunny, we can make smart choices about where we will spend our money. In making our money choices we will: **Write these on the white board.**

- FIRST CHOICE: NEEDS
- SECOND CHOICE: SAVE FOR FUTURE NEEDS AND WANTS
- THIRD CHOICE: WANTS

Hopefully, Betty Bunny will one day learn this lesson about making smart choices with her money.

Just an IDEA!

Your students may not have any idea how much items cost. As time allows, discuss with your students the price of common items they use like breakfast cereal or toothpaste. Part of making smart money choices is being aware of prices. Collect sales flyers from department and grocery stores in your area. Post a chart in your library that lists items your students would be interested in. Have students look at the store flyers and post the prices. Over time, you may update the prices. Urge students to look at the prices of items when they are shopping with their parents.



NEW SHOES!

BETTY BUNNY CHOICE GAME MASTER



NEW ELECTRONIC GAME!

BETTY BUNNY CHOICE GAME MASTER



NEW BACKPACK!

BETTY BUNNY CHOICE GAME MASTER



NEW BOARD GAME!

BETTY BUNNY CHOICE GAME MASTER



NEW SOCCER BALL!



SAVING!



PAYING FOR LUNCH!